



National Council for Accreditation of Teacher Education



# 2004 NCATE Annual Report (Part C of the AACTE Annual Report) [Printable Version]

## Section 1 - Institutional Information:



<b>NCATE ID:</b>	<b>11379</b>
<b>AACTE SID:</b>	<b>4765</b>
<b>Institution:</b>	<b>Virginia Polytechnic Institute &amp; State University</b>
<b>Unit:</b>	
<b>Next Accreditation Visit:</b>	<b>S08</b>
<b>Last Accreditation Visit</b>	<b>S03</b>
<b>Deadline to Submit Final Version of Part C:</b>	<b>03/04/2005</b>

## Section 2 - Individual Contact Information



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**Is the information above accurate?**      **No - Please enter corrections below**

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## Section 3 - NCATE Standards Categories & Weaknesses Section



### Section A. Conceptual Framework(s)

The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

#### **Please indicate evaluations of and changes made to the unit's conceptual framework (if any) during this year:**

Since the NCATE Board of Examiners' visit in April 2003, the Virginia Tech education unit has undergone a major organizational change prompted by the restructuring of the university. At the time of the visit, the educational programs were located in two separate departments in the College of Human Resources and Education: the Department of Educational Leadership and Policy Studies and the Department of Teaching and Learning. All educational programs are now within the new School of Education (SOE) which is organized into three academic units: Sciences, Humanities and Literacy in Education (i.e., teacher education), Learning Sciences and Technologies, and Educational Leadership and Policy Studies (including educational leadership/administration and school counseling).

Our School has been charged with becoming an international leader in mathematics, science, technology and leadership. Moreover, all of our remaining undergraduate programs are being phased out, and offered at the graduate level (i.e., master's plus licensure). (The one exception is Health and Physical Education, which is being totally phased out with the last graduating class in May, 2006.) The final semester for the undergraduate mathematics, music, career and technical education, and technology education is December 2007. The final semester for the undergraduate agricultural education program is December 2008. So, as of January 1, 2009, the SOE will be offering only graduate programs.

Prompted by the creation of the new School of Education, all programs have stepped back to examine critically our collective focus and goals. This opportunity has given us the impetus to truly develop a shared vision for the new School. Open forums and topical discussions (over 50 meetings in total) among School faculty, staff, and students, Arts and Sciences faculty colleagues, our P-12 colleagues including teachers, principals and superintendents, and local professional organizations have helped us to identify three key dimensions that cut across all of our programs and resonate with the land-grant mission of our university. The three key dimensions of our conceptual framework have evolved to inquiry, leadership, and advocacy.

This streamlined framework (please compare with the 2003 framework found at [www.soe.vt.edu/ncate/conceptual.html](http://www.soe.vt.edu/ncate/conceptual.html)) has helped us to be more inclusive of the non-licensure programs (i.e., Higher Education and Student Affairs, Health Promotions, and Educational Research and Evaluation). Heretofore, these programs have lurked on the periphery of our educational unit. We now can function more as a cohesive unit, and are identifying clear goals and assessments that look at the unit as a whole.

No areas for improvement related to the conceptual framework were cited as a result of the 2003 NCATE review. The changes we have been making are logical and on-going as the unit evolves and learns, especially in light of such a major organizational change. The reorganization has enabled us to come together to refine our shared vision and create a more coherent curriculum and instructional program. Unit-wide dispositions and within-program dispositions are being articulated and assessed across the candidates' program experiences. All programs are infused with the institutional, state and professional standards, which are evidenced in all class materials, the electronic portfolio, and in the field experience expectations and assessments. And, we are currently updating our unit and program assessment systems given the new expectations for SPA reports.

Technology continues to be a major strength of Virginia Tech students as a whole. As a School, we (and P-12 superintendents) see ourselves as leaders in this arena, and prepare professionals who excel in the integration of technology in learning experiences. In fact, two of our graduates have been named in the top10 Tech-Savvy Superintendent Awards by eSchool News: Dr. Sharon Dodson, Henry County School Division in VA, and Joseph Hairston, Baltimore County Public School in MD. These two graduates from our Educational Leadership doctoral program have been identified as 2 of 10 of the nation's top P-12 executives for their leadership and vision in the area of educational technology.

#### **Conceptual framework Areas for Improvement cited as a result of the last NCATE review:**

No areas for improvement were cited as a result of the last NCATE review.

## **Section B. Candidate Performance**

### ***Standard 1. Candidate Knowledge, Skills, and Dispositions***

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

#### **Please describe the unit's plans for and progress in meeting this standard.**

Content knowledge preparation takes place largely at the undergraduate level in the appropriate degree areas. Elementary program candidates have had strong preparation in the four core content areas as defined by the VDOE through the Early Children Education Program. However, due to budget cuts, this feeder program is being phased out in the Department of Human Development. The candidates remaining in the 5-year program pipeline will complete their entire programs no later than December 2007. Beginning with the January 2006 entering class, all elementary students must have degrees in one of the federally-defined core content areas or interdisciplinary studies. As in the past, all secondary program candidates have degrees in the content in which they teach.

Praxis I and II are the state-wide mandated content area assessment in Virginia. During the 2003-2004 academic year, all candidates had passed both Praxis I and II prior to their student teaching experiences. Beginning in the 2005-2006 academic year, passing Praxis I and II prior to student teaching to mark mastery of candidate content knowledge will be required.

As of July 1, 2004, the VA Department of Education (VDOE) is requiring the Virginia Reading Assessment (VRA) to be taken by all candidates in our elementary education, reading specialist, and special education programs in order to demonstrate teaching skills in the area of reading. Beginning July 1, 2006, these students will need to pass the VRA by a score established by the (VDOE). Currently, approximately 70% of our elementary education and 60% of our special education candidates who will graduate this May

have completed the VRA. Given our reading specialist program is delivered on a 2-year cycle, no students are scheduled to complete their programs this year.

In addition, all teacher and principal candidates are required to demonstrate content and professional knowledge in their portfolio assessments. Knowledge, skills, and general professional dispositions (e.g., punctuality, confidentiality, support for quality education for all children) are assessed during the teacher candidates' early field experience and student teaching. Counselor education candidates must pass performance evaluations of their work with clients, internship evaluations, and a comprehensive written exam.

Based on the principals' surveys of our 2003 teacher education graduates (96/134; 72% return rate), our students receive high marks. For example, 83% of the principals rate our teacher candidates as either distinguished (48%) or proficient (35%) in their demonstrated knowledge of subject matter. Ninety percent rate our student either distinguished (59%) or proficient (31%) in demonstrating the belief that all children can learn. And, 81% rated our graduates as either distinguished (55%) or proficient (29%) as positively impacting student learning.

**Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:**

*The unit has not developed clear dispositions that candidates are expected to demonstrate.*

**Please indicate how the unit has addressed these Areas for Improvement (Optional).**

We are now in the process of refining our conceptual framework, and thus specific dispositions for the unit as well as individual programs are also being articulated. The faculty has been meeting in School-wide work sessions to flesh out how inquiry, leadership and advocacy are instantiated and assessed in each program. Each program has created a program assessment plan defining the assessment timeline for dispositions. At the same time, we are developing the assessment framework that is required by both NCATE and the State Council for Higher Education in Virginia. These two assessment requirements are compatible and have the potential to yield very important and useful data for program improvement.

**Standard 2. Assessment System and Unit Evaluation**

The unit has an assessment system that collects and analyzes data on the applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

**Please describe the unit's plans for and progress in meeting this standard.**

We are now in the process of refining our conceptual framework, and thus specific dispositions for the unit as well as individual programs are also being articulated. The faculty has been meeting in School-wide work sessions to flesh out how inquiry, leadership and advocacy are instantiated and assessed in each program. Each program has created a program assessment plan defining the assessment timeline for dispositions. At the same time, we are developing the assessment framework that is required by both NCATE and the State Council for Higher Education in Virginia. These two assessment requirements are compatible and have the potential to yield very important and useful data for program improvement.

**Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:**

*The unit has not articulated a plan for the systematic review of candidate and program data to improve program and unit operations.*

*The unit has not linked its performance assessment measures to candidate performance expectations at identified transition points*

*Education faculty and the P-12 professional community have had limited involvement in the design of the unit assessment system.*

**Please indicate how the unit has addressed these Areas for Improvement (Optional).**

The unit has articulated the transition points, and as mentioned above, created individual program plans for the systematic collection of data at key transition points. The programs will collect, input, and evaluate the data from admission through final field placement (e.g., student teaching), with information available to the School Director as needed. The School-level unit will take responsibility for data collection at the final transition point that includes exit surveys, graduate surveys, and employer surveys in order to have the overall picture of School graduate performance. Information will be collected at the unit level, then broken out according to program for program-level decision-making and improvement. We have been using the teacher education exit survey published by Educational Benchmarking Inc. in order to provide us with an external assessment of our program. We have used this system for two years and are beginning to develop trend data that will help us make unit-wide adjustments to our programs.

Now that the transition points and appropriate assessment tools have been identified in the program matrices, the program faculty are redefining the content and rubrics of the specific assessments to evaluate knowledge, skills, and dispositions. Programs will be collecting performance data on the current assessment points up through this year as they align with the former conceptual framework. New assessment points, instruments and rubrics will be developed over the summer and through next year to match our revised unit expectations and meet the new SPA reporting expectations.

During the 2003-2004 academic year, several meetings were held with our P-12 community partners to discuss the future and goals of the new School. The meeting participant groups included the School of Education Strategic Planning Council (composed of faculty, P-12 colleagues, and community members), Superintendents' Advisory Board meetings, the Professional Education Advisory Board meetings, the Phi Delta Kappa professional organization meetings, and the Southwest Virginia Clinical Faculty/Professional Education Consortium work sessions (including the clinical faculty teachers and principals). During this academic year, we have had four meetings with our P-12 Central Office personnel and two all-day workshops with our lead clinical faculty teachers. At these meetings we have been eliciting expectations and suggestions for improving all facets of our field placement enterprise, including inviting feedback on the curriculum of our coursework back on campus. Because our clinical faculty program is a consortium program with Hollins University, Radford University, and Roanoke College, we have been eliciting feedback on our early field experience and student teaching evaluation forms, the supervision process, and expectations for clinical faculty.

## Section C. Unit capacity

### **Standard 3. Field Experiences and Clinical Practice.**

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

**Please indicate any significant evaluations, changes and/or improvements related to Standard 3 that occurred in your unit this year:**

During the 2003-2004 academic year, Virginia Tech, in collaboration with Hollins University, Radford University, and Roanoke College, totally revamped the Clinical Faculty Network, renaming it the Professional Education Consortium. In prior years, only specific schools (n=22) that had agreed to become clinical faculty schools received extra resources and support to work with our candidates. However, given the number of placements needed across all of our programs, there were many schools not designated as clinical faculty schools that provided field placements for either the early field experience or student teaching. In order to ensure that all schools had trained clinical faculty and provided a supportive learning environment for our candidates, the P-12 and university participants examined and reorganized the network (now consortium) to include all of the schools that serve our students (please see [http://www.clahs.vt.edu/clinical\\_fac/](http://www.clahs.vt.edu/clinical_fac/)).

During the 2004-2005 academic year, the P-12 partners (now n=66) and the institutions of higher education have been working together sponsoring two major training workshops for the lead clinical faculty teachers (the identified school leaders for this program). New materials have been made with contributions by all participants and distributed to the schools and central offices. A new placement system has been put into place to ensure our candidates work with trained clinical faculty. The system begins with placement requests to the central offices. Then, once approved at the central office level for site placement, the university faculty members work with the building principals and the lead clinical faculty teachers to identify the best match. Planning meetings are scheduled for this spring and summer. An evaluation system will be put into place this summer to track our success once we officially launch the new system in the 2005-2006 academic year. A new website and newsletter are the tools to be used for communication.

Virginia Tech education faculty are re-examining the role and preparation of the field-based supervisors who work with our clinical faculty. At Tech, the field supervisors are usually graduate assistants who have just left full-time P-12 positions to begin their

doctoral programs. This year's supervisors participated in the clinical faculty program meetings and workshops as available. The supervisors are working closely with the lead clinical faculty teachers to ensure that candidates are integrated into the school community. We are also creating a new system to ensure our candidates have access to the technology that they would like to bring to schools to facilitate student learning.

**Areas for Improvement related to Standard 3 cited as a result of the last NCATE review:**

**Please indicate how the unit has addressed these Areas for Improvement (Optional).**

No areas for improvement were cited as a result of the last NCATE review.

***Standard 4. Diversity***

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

**Please indicate any significant evaluations, changes and/or improvements related to Standard 4 that occurred in your unit this year:**

The elementary education program continues to split its year-long field experience between two different settings: an urban placement and a placement in a full-inclusion setting. While not quite a year-long program (10 weeks in each of the fall and spring semesters), we continue to try to place all other candidates in all other licensure areas in two different placements (i.e., one in an urban setting and one in a full-inclusion setting). Candidates across all programs must show evidence of planning, instruction, and assessment that meet the needs of all students, as well as evidence of student learning in sampled lessons.

Central to our refined conceptual framework is the value of advocacy. Given Virginia Tech land-grant mission and motto *Ut Prosim* (That I may serve), it is incumbent upon SOE faculty and students to actively support diverse populations in the schools and communities. This past month one of the new departmental units voted to provide leadership for the school in articulating the clear ways that candidates assume an advocacy role for children and their families.

**Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:**

**Please indicate how the unit has addressed these Areas for Improvement (Optional).**

No areas for improvement were cited as a result of the last NCATE review.

***Standard 5. Faculty Qualifications, Performance, and Development.***

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

**Please indicate any significant evaluations, changes and/or improvements related to Standard 5 that occurred in your unit this year:**

All university-based, tenure-track SOE faculty have doctoral degrees in their respective areas of expertise and collaborate with Arts and Sciences colleagues in program delivery. All clinical faculty are licensed in the areas in which they mentor candidates, and have at least three years of teaching experience in their appropriate content area. Both university and school-based clinical faculty receive professional development support to ensure their competence. Both groups receive funding to participate in and present at conferences and workshops. The university faculty members receive funding directly through their departmental units; the clinical faculty teachers receive funding through the Clinical Faculty grant money provided by the VDOE.

All SOE faculty members are engaged in scholarship in their areas of expertise as required by the promotion and tenure process, and as reported in the annual Faculty Activity Report. Our 2004 SOE annual report compiled our scholarship productivity: 12 books, 31 book chapters, 108 articles, 134 conference presentations, 38 editorial boards, and \$3.5 million dollars in sponsored programs. In addition to working with our clinical faculty teachers in the field, our faculty provide leadership in local, state, and national organizations such as the Virginia Tech chapter of Phi Delta Kappa, the Association of Teacher Education in Virginia, the American

Educational Research Association, etc. The SOE reorganization is currently realigning resources to fund an Office of Research and Outreach and an Office of Academic Programs to ensure support for faculty initiatives both in inquiry on practice and program development.

**Areas for Improvement related to Standard 5 cited as a result of the last NCATE review:**

**Please indicate how the unit has addressed these Areas for Improvement (Optional).**

No areas for improvement were cited as a result of the last NCATE review.

**Standard 6. Unit Governance and Resources.**

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

**Please indicate any significant evaluations, changes and/or improvements related to Standard 6 that occurred in your unit this year:**

As mentioned in the initial paragraph, our unit has undergone massive changes since the 2003 NCATE visit. A School of Education has been established with the Director in charge of the reorganization endeavor. The existing departments will be phased out this year, with a new structure emerging that includes three academic units, an Office for Research and Outreach, and an Office for Academic Programs which will house our licensure office. Line authority is directly from the programs to the Director. All budgets are being consolidated within the Director's office, and will be allocated to the two Offices to promote their missions. Only operating funds will be in the academic units. We are working to consolidate space by exchanging spaces that we have at remote locations around the university to locations that are more proximal to the Director's office. Three of our classroom spaces devoted to mathematics, science and technology are being renovated to upgrade the facilities and meet our goals of becoming an international leader in research and development on learning and teaching in these areas.

**Areas for Improvement related to Standard 6 cited as a result of the last NCATE review:**

*Inconsistent communication among programs adversely affects the design of the assessment plan.*

**Please indicate how the unit has addressed these Areas for Improvement (Optional).**

As mentioned earlier, over the past 18 months, we have held over 50 meetings with at least half being within program and across program meetings to help chart the course for the new School. Of critical importance has been revision of our conceptual framework with School-wide input, the development of program assessment plans with clear expectations to address knowledge, skills, and dispositions that address SPA, university and School expectations, and the revision of our data system to be more user-friendly and comprehensive. We are very close on finalizing a conceptual framework that works across programs. Programs will then work this summer to finalize their assessment plans to meet SPA expectations. And, the data system will be completed to align with the framework and data collection and reporting needs.

Communication tools have included electronic mail, our new website, and individual, program and school-wide face-to-face meetings. During the 2003-2004 academic year, some type of meeting was held at least every other week. The faculty asked us to reduce the number of meetings this year, but to extend the meeting time to be able to accomplish the meetings' goals. This year, the focus has been topical meetings. We have also been holding day-long retreats with specific programs so that they can meet with the administration to chart 5-year plans that are in concert with the School's goals. These plans are also instrumental as we reorganize the budget and resources to be successful as we evolve.

## Section 4 - Program Completers

**The total number of candidates who completed education programs within NCATE's scope (initial & advanced) during the 2003-2004 academic year? Please enter numeric data only. (Include the number of candidates who have completed programs that prepared them to work in preschool through grade 12 settings in the 2003-2004 academic year. They should include all candidates who completed a program that made them eligible for a teaching license. It also includes licensed teachers who completed a graduate program and candidates who**

completed a program to work as a school administrator, school psychologist, school library media specialist, school psychologist, reading specialist, and other specialties in schools. These include the candidates who have completed a bachelor's, post-bachelor's, master's, specialist, or doctoral program. The programs are not tied to a state license.)

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**Enter the Name of the Person Filling Out the Report: Susan G. Magliaro**